DOCUMENT RESUME

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ABSTRACT

The final report of this exemplary project conducted from July 1974 through June 1975 describes the development of appropriate guides for teaching career and consumer education concepts in grades 1-3 in Area III, Portland Public Schools, Oregon. Reading instruction materials adopted by the schools for 1975-81 were used as the basic information source to prepare materials for teachers and students to help them develop an awareness of primary grade-level concepts in career and consumer education. Major project activities included writing guides for the three basic reader series to show how to integrate several curriculum areas, to disseminate research products among the area schools, and to determine which goals are considered essential for the primary grades. An evaluation indicates that the project goals were accomplished, including staff and curriculum development and the development of materials, activities, and instructional management systems. Appended project materials (53 pages) include: committee job descriptions, syllabus for an inservice course, lists of pertinent audiovisual and other media, form for evaluating prototype teaching guides, cross-reference of goals and concept-descriptor terms in basic readers, learning activity modules, and course goal statements. (MF)

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ED126318

Final Report

An Integration of Career and Consumer Education and Reading and Language Arts Program Goals

Grant No. 26-001-292

Project No. E-A-3-75

Dr. Ralph C. Hodges

Project Director

BEST COPY AVAILABLE

Area III
Portland Public Schools
Portland, Oregon

December 1975

STATE DEPARTMENT OF EDUCATION
COMMUNITY COLLEGES AND CAREER EDUCATION

EXEMPLARY PROJECT

CE007451

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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VT 102 996

I. ABSTRACT OF THE PROJECT

A. Background of the Project

Title: An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals

Institution: Area III, Portland Public Schools
District No. 1, Multnomah County
Dr. Ralph C. Hodgs
Project Director

Address: 1221 Southeast Madison
Portland, Oregon 97214
Telephone: 233-2487

Project Duration:	Costs:	Federal	Local	Other	Total
7/1/74 - 6/30/75		$7750.	$1221.	None	$8971.

Number of Students Affected: 320/year Number of Staff Involved: 32/year

Project Description:

One of the deficiencies in career and consumer education of children in the primary years of their schooling is the lack of classroom experiences for the development of a personal identity and increased awareness of themselves in relation to the social and economic system around them. Classroom teachers in grades 1-3 have not had the appropriate materials and instructional guidelines to carry out objectives of career and consumer education. This project studied the materials used regularly in grades 1-3 for teaching basic reading, and developed appropriate teacher management guides for the teaching of career and consumer education concepts.

Purpose:

This project developed the necessary teacher management materials for creating an awareness of the goals of career and consumer education. The content of reading instruction materials that were adopted by Portland Public Schools for 1975-81 were used as the basic information source and activities base for helping teachers and students in grades 1-3 develop an awareness of appropriate primary grade-level concepts.

Procedures and Outcomes:

Each of the components of the project that were developed during 1974-75 are outgrowths of the research project completed during 1973-74.

Major Project Activities

1. A guide for each basal reader series has been written to inform teachers, administrators and other interested persons how integration of several curriculum areas can be conducted.
2. The findings and products from research and field development have been disseminated among Area III schools.
3. The data derived from teacher questionnaires have been studied to determine which goals are considered essential among primary school-age children for creating an awareness of career and consumer education concepts.
4. A study has been made of newly adopted reading instruction materials for content related to teaching career and consumer education.
5. Teacher's guides, related activities packages and student assessment instruments have been written.
6. Field tests of teacher management materials have been made with selected teachers and curriculum administrative personnel during the fall of 1975.

II. BODY OF THE REPORT

A. Background and Instruction

1. The Educational Setting

Classroom teachers, and principals of their buildings, are in need of practical ways to implement their goals for helping students become more aware of career and consumer education concepts. These personnel in Area III, Portland Public Schools, are in an educational setting, that may be different on the basis of socioeconomic indices, but share this curricular need with all teachers in the state of Oregon.

This project intended to develop materials for teachers' use in grades 1-3 in Area III, an administrative unit located in the central part of northeast and southeast Portland. The primary school population numbering about 4500 students will be affected after January 6, 1976, by the teaching guides developed in this project. Seventeen of these schools are classifiable as being eligible for Title I support, recognized as one indicator of the low socioeconomic level of many of the students in these schools. Ten of the Area III schools are "receiving" schools for administrative transfer students from schools located within predominately minority ethnic neighborhoods.

Beyond the obvious need for more direct experiences at an awareness level for career and consumer education concepts, these students' reading test performances indicate a substantial need for improving their skills for comprehending the content of materials they read. This project's instructional guides structures a reasonable combination of organized, objective-referenced questioning about story content related to career and consumer education concepts.

2. Review of Goals and Objectives

Long-range Goals

Materials for teaching management must be developed for classroom use that combines the program goals for consumer and career education with those of

reading and language arts essential to teaching grades 1-3. This interdisciplinary approach to identifying content and teaching strategy must be stated for reading and language arts materials and media under general adoption in grade levels 1-3.

A second product will consist of a strong professional training project to help primary grade teachers understand pertinent course goals for reading instruction and career and consumer education. This training module must be developed at two levels: 1) a theoretical background based on educational course goals for key persons who will function in a disseminator role; 2) a more practical, implementation role for classroom teachers promoting concept development through study and discussion of pertinent content and development of extended activities.

A third outcome will be expected from this project. Teachers and principals must develop a more intimate understanding of the organizational management potentialities of program and course goals in education.

Short-range Goals

There is an immediate need to implement the findings of the research study and development project that preceded this proposed exemplary project.

1. Train key personnel who were involved in the 1973-74 research project to articulate the objectives and essential career and consumer education course goals among teaching staffs in grades 1-3 and their principals in other elementary schools in Area III, Portland Public Schools.
2. Disseminate information gathered during the 1973-74 school year concerning the abundant content in reading instructional materials and prototype management materials among primary grade teachers in Area III outside the primary school cluster who were involved in the research project.
3. Develop an inservice course to train participating teachers in other Area III elementary schools to use the instructional guides, student assessment procedures, and activity packages complimentary to the specific adopted textbooks in Area III.

4. Study the adopted 1975-81 reading instructional materials for content related to the concepts of career and consumer education described by the Program and Course Goals selected for the 1973-74 research project.
5. Develop instructional guides and suggested activity packages to be used in teaching the content and reading skills described by identified reading Program and Course Level Goals.
6. Develop model inservice and management system packages that could be used with other adopted reading textbooks in Oregon. These models would serve in the development of specific instructional guides and activity packages for other school districts.

B. Major Outcomes of the Project

1. Staff Development Components

One of the short-range goals of this project was to develop a procedure for providing in-service for teachers interested in integrating career and consumer education goals and other curriculum areas such as reading and other language arts. It was considered expedient to combine this need with the necessity for disseminating the research findings of the 1973-74 project. Therefore, the monograph "A Primary Teacher's Guide for Integrating Career and Consumer Education and Reading Course Goals" was written and published.

In-service and project training

The monograph, usually referred to as the "Integration Guide" was used in two teacher in-service classes conducted in Area III schools during winter term 1975. It was used twice for committee orientations and instruction in identifying career and consumer education concepts in textbook content during the winter and spring terms in Area III schools.

Dissemination of the 1973-74 research project information

The dissemination function of the 1974-75 exemplary project was carried out through a two-hour orientation of selected representatives from all thirty-one Area III elementary schools. These representatives were either career or consumer education coordinators or someone from a school staff designated to do the task. Twenty-eight of the thirty-one primary grades teaching staff in each building received the prepared orientation and the Integration Guide. Job descriptions and other materials and reports by coordinators can be found in Appendix A.

In addition to the formal presentation to Area III schools, dissemination of multiple copies of the guide have been made to Area I and Area II personnel and administrative staff of Portland Schools, and curriculum leadership in intermediate education districts of Multnomah, Washington, Clackamas and Lane counties, and several other school districts in Oregon. Formal requests from the following states for copies of the "Integration Guide" have been honored: Oklahoma, Texas, Washington, Wisconsin, Wyoming, California and Missouri. Three publishers have received copies of the guide in addition to lists of stories identified in their basal reading series: Mr. Jerry Block, Holt Publishing Co.; Mr. John Ridley, Houghton Mifflin; and Mr. Robert Adams, Ginn Publishing Company.

In summary, the "Integration Guide" has proven to be a worthwhile, efficient text for describing the procedures of interrelating the content and skill development goals of more than one curriculum area using the basic textbooks and non-print materials.

Inservice Course for users of teaching guides

A syllabus for the teacher inservice course: "Integration of Career and Consumer Education Course Goals with Three Basal Reading Programs" can be found in Appendix B. This course has been written as a comprehensive orientation to the philosophy, procedures, and evaluation of using any one of the three basal reading programs received in this project. The syllabus would have potential use in training teachers or staff development committees outside Area III. If teachers in any district in Oregon would desire to integrate their particular reading program with similar career and/or consumer education goals, they would find this syllabus adaptable, and very practicable in its present form. This syllabus develops the following components that are fundamental to any teacher inservice course.

1. Purpose of the Course
2. Specific goals of the course
3. Organization guidelines (credit, class hours, etc.)
4. General activities for each session of the course.
5. Course evaluation

2. Materials and Content Developed

Textbook and Related Media Study

The Study Committee was formed from volunteer primary grade teachers. These people had received orientation to the project from disseminator personnel. The twenty persons who indicated an interest in participating in the developmental phase of the project during 1974-75 were contacted and given training for their work. This committee had been trained to use the concept-descriptor terms and course goal statements (See Figure A) for teaching career and consumer education and reading. This committee worked for one-half day to develop a 90% reliability among themselves for identifying content in reading textbooks.

Figure A

Basal Reader Textbook Study Form

Checklist of Interrelated Goals

Directions: Enter the story name, book level, and inclusive pages where usable story content occurs.

	Comprehension Explicit-details Explicit-main ideas Explicit-sequence	Comprehension Implicit-inference Implicit-conclusion Implicit-analogy	Comprehension Interpretation Appreciation Evaluation	Other - Refer to other specific goals for each passage not explained above.
CA 1 Attitudes and values regarding self and others A Benefits of respecting others and self B Interpersonal relationships with employers and fellow workers				
CA 2 Attitudes and values toward work A. Personal, social, economic and political reasons for work B. Work, a dignified activity with rights and responsibilities C. Dependence on others for welfare and survival				
CA 3 Career Ed and the total curriculum (knowledge base) A. Knows physical and psychological reasons for work and leisure balance.				
CON 1 Evaluation of information and conditions prior to making consumer decisions A. Resources related to needs and desires B. Personal skills in making decisions to buy				
CON 2 Role of consumers in our economic system A. Production and distribution of goods and services B. Relationship of supply and demand C. Relationship of skills training and productivity				

Revised Checklist
Sept. 1974 - RH

There were three decision-points in this process. Any one of these decision-points was critical in selecting a story for further use by teachers.

Point 1. Each story had to meet two of the following criteria:

a) Provides an interesting story for primary grade students to read.

b) Provides relevant story content for the purposes of the project.

c) Story content is useful for career and consumer and reading comprehension instruction.

Point 2. Each story had to present one or more concepts that could be identified and described by common descriptor terms.

Point 3. Each story had to provide a reasonsble number of passages or pages of information that could be listed under career and/or consumer education goals provided on the criteria checklist.

The Study Committee was subdivided into "Textbook" and "Related Media" groups. Finally, after the Textbook and Related Media Committee persons reached agreement on each of the three foregoing check points, each person was assigned a set of stories from the reading series adopted for use by their building staff. Each committee person submitted a report on their identified stories and media. (Lists of media can be found in Appendix C.)

The Study Committee's work was more productive than expected. The following number of stories found at each grade level points out the quantify of usable story content in these series.

Table I

Stories Identified By Study Committees

Publisher	Number of Stories by Grade Levels			
	First	Second	Third	Total
Ginn 360	6*	8	7	21
Holt	17	27	46	80
Houghton Mifflin	12	10	8	30

* The teaching guide committees identified additional appropriate story content.

Since the completion of the content study work other project teachers have identified the non-print and other media materials that have been reviewed by primary grade teachers. These teachers have selected media from catalogs of materials available through material centers in Portland Public Schools and other tri-county supply sources. The lists of media can be found in Appendix C. The following quantities of materials were considered pertinent to the extension of the content of primary grade level stories.

Table III

Type of Supplementary Media

Films	327	Kits	17
Filmstrips	144	Slides	5
Study prints	35	Exhibits	2
Cassette tapes	12	Field trips	39

In summary, there appeared to be adequate story content in the three basal reader series for teaching guides and related activity packages to be developed. The writing of guides and activity packages has been completed.

Writing of Teaching Guidebooks

During the summer and fall of 1975 nine classroom teachers and the project director reconsidered the usefulness of the stories identified by the Study Committees for teaching to the goals of the project. Some stories in each publishers' program were rejected for further use because of their lack of valid content to reference to the task of writing teaching guides. Some stories did not have sufficient "story line" in relation to social or economics concepts. Such stories left the writers without substance for deriving adequate questions for discussion, or related student activities.

Table III indicates the number of stories for which acceptable teaching guides have been written, and subsequently field-tested during the fall of 1975. The teaching guides are separate published documents and are available upon request from the project director or the Career Education Division of Oregon State Board of Education.

Table III

Number of Stories Developed for use in Three Teaching Guidebooks

Publisher	Levels Within each Program	Number of Stories	Number of Stories Reviewed or Field Tested
Ginn 360	Four	1	1
	Five	4	3
	Six	10	5
	Seven	4	2
	Eight	4	3
	Nine	6	3
	Total	29	Total 17

Publisher	Levels Within each Program		Number of Stories		Number of Stories Reviewed or Field Tested
Houghton Mifflin	Three		7		6
	Four		3		1
	Five		3		0
	Six		2		1
	Seven		2		1
	Eight		4		2
	Nine		7		3
		Total	28	Total	14
Holt	One		8		4
	Four		4		3
	Five		1		2
	Seven		2		3
	Eight		2		1
	Nine		6		3
	Eleven		12		3
	Twelve		8		2
		Total	43	Total	21

An evaluation of teaching guides was sought by the project director during November of 1975, prior to the final printing of the teaching guides. Two levels of evaluation were desired - a "review" of the teaching guide in their current form, and an "actual use" of the teaching guides.

1) Review of teaching guides by representatives in selected schools----------12 Number returned---10

2) Use of teaching guides by representatives in selected schools----------12 Number returned---10

This evaluation form is located in Appendix D. It illustrates the type of information that was requested from teachers reviewing, or evaluating their use of the teaching guides in actual classroom settings.

Table IV provides the teachers' assessment of the prototype edition of the teaching guide and its procedures. Since the complete guides were not available, only the essential direct teaching sections of the guide were subjected to this evaluation by classroom teachers.

Table IV

Summary of Field Review and Test

of Prototype Teaching Guides

(This table is an excerpt from the original form.

See Appendix D for the unabridged form.)

Number of persons rating the attainment level of each goal for the teaching guides either "used" or "reviewed".

Reviewers N = 10 Users N = 10

A. Career Education Goals

The students will be able to recognize:

	Low 1	2	3	4	High 5
1. the physical and emotional benefits of understanding and respecting self and others throughout life.	0	2	11	15	7
2. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.	0	4	10	11	5
3. the personal, social, economic and political reasons for work in our society.	2	5	11	8	5
4. that work is a dignified human activity which gives rights to and requires responsibilities from its participants	0	3	6	7	9
5. that in our society he is dependent on the goods and services of others for his welfare and survival	0	2	11	12	10
6. the physical and psychological reasons for work and leisure activities.	1	5	14	3	4

B. Consumer Education Goals

The students will be able to recognize:

	Low 1	2	3	4	High 5
1. how resources are related to needs and wants.	1	1	7	11	11
2. the skills needed in the decision-making process.	2	5	6	12	7
3. effective shopping techniques.	5	3	6	6	5
4. how consumer skills can improve standard of living.	6	2	5	4	5
5. the relationship of supply and demand	5	1	8	3	6

C. General Description of Activities

(Related Activities and Project Suggestions - Please list, etc.)

No attempt will be made to list these activities because most occurred only once in any given teaching guide lesson. The figures are presented to reflect the strength of acceptance of them.

	Low 1	2	3	4	High 5
1.	0	3	6	15	16
2.	0	1	9	16	15
3.	1	2	9	14	10
4.	0	0	6	13	11
5.	0	0	4	4	9
6.	0	0	1	2	7
7.	0	0	0	1	6
8.	0	0	0	0	6

D. Level of agreement that activities and project suggestions aided in creating an awareness of career and consumer education concepts in the story.

Low 1	2	3	4	High 5
0	2	7	22	14

III. Validity of the Reading Content Centered Project

A. Please review the purposes and goals as stated on the abstract for the total project. The teaching guides developed by teacher committees appear to meet the purposes and goals of the project.

Low				High
1	2	3	4	5
0	0	2	11	6

B. Creating an awareness for career and consumer education concepts by using reading instructional materials is an efficient way to accomplish this objective among children. Children in grades 1-3.

0	0	0	12	6

IV. Analysis of Prototype Teaching Guides

A. Considering the present condition of format and content of the Teaching Guides, which of the following actions do you believe should be taken regarding their further use.

2 review evaluator's comments	1 generally revise
16 accept in present condition	0 eliminate from project

E. Synopses of general comments concerning the use of the teaching guide (Part B of Evaluation Form) The following verbatim comments were made by teachers who had either reviewed guides or used the guidebook lessons in their classrooms.

B. Please write your suggestions concerning the following topics:

1. Format, etc.

a) Table of contents needs to list book title - not just level - otherwise good format.

b) Easily interpreted - brief and to the point - nothing to get bogged down in.

c) I feel that the sections 1 and 2 are adequate.

d) Well planned, easy to use.

e) Good. Easy to use. I find it rather difficult to use a rating scale 1-5 on questions.

f) Good

g) Very good

h) Good. Easy to work into reading group discussions.

2. Selections, etc.

a) Well written and written in understandable terms for the level.

b) Should provoke generally worthwhile comments.

c) The questions are excellent in relationship to a 1-3 student and both career and consumer education. Those of the career and consumer teaching guide do not always apply to the child's learning level.

d) The questions follow and emphasize the objectives of the lessons. Great!

e) Some are a little difficult to relate to consumer education concepts.

f) Good

g) Excellent

h) Generally, very good.

3. Selections, etc.

a) Excellent - gives the teacher a lot of ways to expand the lessons.

b) Usually very relevant and fun, too.

c) This section is non-existant in the Houghton-Mifflin texts. In the guide they are applicable but in a group reading situation they would lengthen an already short reading time.

d) Most related activities provided are interesting and easily carried out by primary students. Teachers should find this helpful.

e) These are very good.

f) Good

g) Good variety

h) Could restate directions for some activities, however, child participation is excellent.

4. Other topics.

a) None

b) None

c) The evaluation of lesson objectives is not always consistent with writing or vocalization ability of children who read at these levels.

d) None

e) None

f) The guide seems very good. However, using both the questions and activities in the text and those in this guide would destroy the pace at which reading material needs to be presented to keep the children's interest at its height, and its difficult to know what to leave out.

g) None

h) None

3. Instructional Program

A. Alternative Approaches Through Concept Descriptors

There are those teachers in particular schools who may choose to use only certain stories related to selected career or consumer education concepts, or goals. This procedure would be a matter of "clustering" selected stories that have potential for collectively developing comprehension of certain concepts and conduct of appropriately related

activities. Such an organization of these stories can be found in Appendix E of each teaching guide, and can be located in Appendix E of this report. (The Holt Program is shown.)

B. Alternative Approaches Through Learning Activity Modules

Another instructional variation this project has developed involves a combination of several resources for teaching career and consumer education concepts. This instructional model outlines the use of basal reader stories in addition to several other sources of student activities and use of audiovisual materials. Teachers have developed several other career and consumer education resource guides and catalogs. If teachers can relate these instructional activities to the same awareness level goals the basal reader stories are related to, then a rich blend of career and/or consumer education activities are probable.

The "Learning Activity Module" is an approach that subordinates several sources of reading content, personal experiences of students, and teacher-selected activities to singular career and consumer education goal statements. This is a "unit" approach that would require carefully planned sequences of activities. Materials, field trips, media, resource persons, and other "hands-on" experiences would have to be organized for sustained periods of several days or even weeks. The LAM approach does not place the basal reader story at the focal point of the unit. Instead, the stories might pose only an introductory source of discussion of concepts. The teacher might use the stories to orient students to other more direct-experience activities.

A detailed description of the Learning Activity Module is described in Appendix F.

C. The Basal Reader Instructional Guide

The mainstay of the project is the teacher's guide to the use of basal reader stories for teaching concepts of career and consumer education and reading comprehension. Despite the obviousness of this fact, a brief mention is necessary in conforming to the format of the Final Report. This product is an independent publication available to each primary-grade classroom in Area III, Portland Public Schools. It has been published in limited numbers for distribution. It will be made available to interested school districts as long as the project director's supply lasts. Further distribution will be made through Career Education offices of the Oregon State Board of Education in Salem, Oregon.

The three teaching guides are part of this report. Although, bound as separate publications they are identified as Appendix H.

D. A Process for Integrating a Basal Reading Program with Career and Consumer Education.

If the objectives of the research and exemplary projects appear to be valid to other school districts, then an implementation procedure should be outlined. The following organizational-procedural guidelines are based on the experiences of the Area III, Portland Public Schools project staff. These organizational components were not only logical for this type of developmental project, but due to the participatory involvement required to get "grassroots" input, it stands as the most efficient way to get input from potential users. These organizational components were functional for:

1) Advising and establishing purposes and goals.

- An advisory Committee to do preliminary planning consisting of persons having curricular expertise should be appointed.

- Select career and consumer education goals to be taught; identify reading or other language arts goals.
- Develop a list of discrete concept terms that can be related to the selected goals, and general learning goals appropriate for the age-levels of target children.

2. Designing procedural devices, forms, and instruments, identify personnel.
   - identified curricular goals with basal reader content.
   - Train teachers to identify story passages that meet the criteria for teaching selected concepts to target students.
3. Studying basal reader content.
   - Train an independent review committee to survey the stories for their realistic relationships to the identified curricular course goals.
4. Developing teaching management strategies.
   - Certain numbers of the Review Committee should be given an expanded role as Advisory Committee to do further planning.
   - Develop a uniform management system that will detail the instructional strategies to be used to integrate the goals and concepts of the selected curricular areas.
   - Writing Committees composed of classroom teachers should articulate the details of the instructional strategies for teaching the content of the basal reader stories. This committee might be called a "Teaching Management" committee.
   - An Activities Committee should identify related activities, and other personal and community resources, that might contribute to the effective use of the basal reader story content.

5. Revising, field-testing, rewriting and publishing

- An independent, or joint teacher committee should review the work of the "Teaching Management" and "Activities" committees.
- Final writing of the prototype teaching guides and identified activities should be done by a single person so that a consistent format is maintained in materials.
- Field test of the materials to be used in the management-teaching strategies should be done with independent, previously uninvolved classroom teachers, and reading and curriculum specialists.
- The Advisory Committee should review all evaluations from the field test and make final recommendations and revisions prior to publication.

6. Reviewing, replanning and implementing

- Inservice and orientation procedures should be planned and scheduled for implementation within district classrooms.

7. Monitoring, revising and reorganizing

- Continuous monitoring and evaluation should be provided through a secondary Advisory Committee who has curricular contacts with teachers and administration throughout the district.
- The secondary Advisory Committee should provide recommendations for revision, addition, or reorganization of teaching management procedures.

8. Continuous evaluation

- Evaluation should be done by appropriate curriculum specialists.

TO: Dr. Ralph Hodges Project Director

FROM: Alvin K. Pfahl Evaluator

RE: Project No. E-A-3-75
An Integration of Career and Consumer Education
And Reading and Language Arts Program Level Goals

The goal of this project, the integration of career and consumer education and reading course goals, as defined by the six objectives, has been accomplished. (See Project Evaluation Forms.) The project director has accomplished a noteworthy product, pilot dissemination and model implementation.

The products of this project will have universal interest to elementary teachers and career educators. They will be very useful in enabling delivery of affective domain career education concepts as well as extending the cognitive. Most exemplary is the integration of more than several disciplines into common developmental activity and yet achieving outcomes specific to each curricular area involved.

This project is unique in demonstrating the infusibility of career education concepts into an existing learning discipline. I recommend continuing development at other grade levels as well as with other disciplines with career eduction. The developed products and strategies are deserving of wide dissemination to educators throughout the State of Oregon.

December 22, 1975

Alvin K. Pfahl, Ed. D.

PROJECT EVALUATION FORM

An Integration of Career PROJECT and Consumer Education and Reading and Language Arts Program Level Goals	December 15, 1975 DATE

OBJECTIVE

1. Staff Development	1.0 Number
To train selected personnel who were involved in the 1973-74 research project to be able to present the objectives and essential career and consumer education course goals among teaching staffs in grades 1-3 and their principals in other elementary schools in Area 3, Portland Public Schools.	

ACCOMPLISHED:

A primary teachers guide for integrating Career and Consumer Education and Reading Course Goals was developed for activities for Objective 1.1 as substitute for activities 1.1.1.A and 1.1.1.B. This was authorized verbally by Dave Fretwell in July 1974. Guide has been used in small inservice groups.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	
Partial		Suspended Judgment	
Not Accomplished		Activated	

RECOMMENDATION (Optional):

That the guide be accepted in lieu of activities outlined for Objective 1.1.

PROJECT EVALUATION FORM

An Integration of Career PROJECT and Consumer Education and Reading and Language Arts Program Level Goals

December 15, 1975
DATE

OBJECTIVE

1.0 Staff and Development — 2.0
Number

To disseminate information gathered during the 1973-74 research project year concerning the potential for using the content in reading instructional materials for teaching career and consumer education concepts.

ACCOMPLISHED:

Career and consumer education coordinators of Area III were prepared in the use of the guide to present data and prototype teaching management materials to primary school teachers. Narrative report attached activities 2.1.1, 2.1.2, 2.1.3 and 2.1.4 completed. Nineteen staff members volunteered for extended participation.

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

Use of coordinators for career and consumer education was a more practical means of accomplishing objective 2.1.

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals	December 15, 1975
PROJECT	DATE

OBJECTIVE

1. Staff Development — 3.0 (Number)

To develop an inservice course to train classroom teachers in participating Area III elementary schools in the use of instructional guides, student assessment procedures and activity packages supplemental to adopted reading instructional textbooks.

ACCOMPLISHED:

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals	December 15, 1975
PROJECT	DATE

OBJECTIVE

2. Curriculum Development	4.0
To study the adopted 1975-81 reading instructional materials for content related to the concepts of Career and Consumer Education described by the Program and Course Goals selected for the 1973-74 research project.	Number

ACCOMPLISHED:

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
No Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals	December 15, 1975
PROJECT	DATE

OBJECTIVE

2. Curriculum Development	5.0
	Number

To develop instructional guides and suggested activity packages to be used in teaching the content and reading skills described by identified Reading Program and Course Level Goals

ACCOMPLISHED:

STATUS OF OBJECTIVE:

Accomplished	[X] *	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

*Guides only were field tested (see page 12 and 13 Final Report)

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals	December 15, 1975
PROJECT	DATE

OBJECTIVE

2. Curriculum Development	6.0
To develop a model teacher inservice and instructional management system that might be used with other adopted reading textbooks in Oregon. These models would serve in the development of instructional guides and activity packages for other school districts.	Number

ACCOMPLISHED:

STATUS OF OBJECTIVE:

Accomplished	X *	Unclear	
Partial		Suspended Judgment	
Not Accomplished		Activated	

RECOMMENDATION (Optional):

*Committee was not formed; project director had data to accomplish this himself. See Page 19, Final Report for developed model. Evaluation by classroom teachers supporting model can be found on pages 13 through 17 in Final Report.

D. SUMMARY AND CONCLUSIONS

The purpose of this project was to study and develop ways that educational goals for reading and language arts and career and consumer education could be interrelated. The need to draw these relationships resided in the concern of teachers, parents, and curriculum developers that primary age students were not acquiring an awareness for career and consumer education concepts. Teachers had concluded that appropriate materials and management procedures for teaching these concepts did not exist. Furthermore, teaching high-priority subjects, such as reading and writing skills, precluded their giving attention to socioeconomic areas of the curriculum.

However, the design of this project was based on the premise that primary grade students are active consumers and are involved in social relationships in their daily activities at school, home and in play. It seemed realistic to regard the teaching of reading as the most efficient and worthwhile curricular area to attempt the interrelationship of identified goals. Since schools in Area III of the Portland Public Schools were involved in a multiple adoption of reading textbooks, it seemed likely that these materials would have the greatest potential for acceptance among teachers for teaching an awareness for career and consumer education concepts.

The highly satisfactory identification of basal reader content in three publishers' programs has lead to development of teaching guides for the integration of career and consumer education concepts. Prototype editions of the teaching guides have been distributed to teachers in Area III of the Portland schools. The response to reviews and classroom field-tests have been very satisfactory. At this concluding point it appears all the goals of the project proposal have been verified as feasible and realistic.

Certainly time will provide more insights as to the effectiveness of trying to teach more than one curricular area with the same materials. The best speculation is that the idea may be a viable one for the life of the reading instruction materials, but that the interest of teachers in using the guides and teaching concepts of career and/or consumer education will vary a great deal during the interim. The procedures outlined in the guides will undergo many changes, and the motivated, aware teachers will make these alterations and add many materials and methods of their own.

The most reassuring feeling the project director has at this point lies within the area of greatest interest, the teaching of reading comprehension skills. Youngsters in grades 1-3 have a substantial need to understand the concepts they read about. The teaching guides provide a structured type of questioning that systematically requests cecognition and interpretation of story events that lead to generalizations pertinent to socioeconomic topics. The extended activities are simulated situations whereby students become involved in more realistic ways with concepts embedded in the story-content questioning their teachers" conducted. Consequently, teachers should be able to recognize students' understanding of concepts discussed previously as exercises for reading comprehension.

TITLE OF PROJECT An Integration of Career and Consumer Education and Reading and Language Arts Goals

	LOCAL	FEDERAL
A. Personnel		
1) Staff--List Names (see attached list)	$ 591.48	$5436.72
2) Consultants--List Names		
Al Pfahl, Evaluator		150.00
Ronald Craig, Graphic Artist		52.00
Sub-total	$ 591.48	$5638.72
B. Travel		
Local	3.60	23.80
Outside District		15.90
C. Services--Please Specify		
Secretarial	71.94	897.93
D. Supplies		
Printing Costs	196.82	763.64
E. Equipment		
None		
F. Other Costs		
Applied Fringe Benefits	103.00	838.00
G. Fixed Costs		
General Administrative Expenses	46.00	309.00
Cost Sharing (per cent)	11%	89%
TOTAL COSTS	$1012.84	$8486.99

Teachers Assisting in Project

Teacher	District (300)	Reimb. (554)
Maryann Smith		$ 393.39
Pat Engel		219.51
Marge Papke		151.02
Mary Cooper		162.60
Joyce McCluskey	$ 111.60	248.58
Jeri Mackley	111.60	97.71
Margaret Marsh	111.60	186.00
Twila Kjensrud		119.04
Fern Roberts		148.80
Ron Dieu		148.80
Arline Toates	63.24	37.20
Karen Durbin	81.84	76.47
Frances Lee	111.60	37.20
Blanche Green		126.48
Norma Callaghan		163.68
Arlene Hauser		119.04
Virginia Stapp		152.52
Linda U'Ren		111.60
Natalie Smith		171.12
Judy Perry		62.28
Corrine Keithley		16.26
Margaret Hoagland		8.13
Doris Zimmerman		8.13
Karen House		8.13
Ruth Davenport		8.13
Barbara Meek		8.13
Cheryl Lindley		8.13
Ann Hartman		8.13
Penelope Jennings		8.13
Irma Wilder		8.13
Loren Johnson		8.13
Isaiah Lathley		8.13
Marie Mockford		8.13
Shirley Shandy		8.13
Lila Fisher		8.13
Adeline O'Brien		8.13
Dolores Rypczinski		8.13
Jeff Sachtler		14.88
Dianna Hanlon		14.88
Leila McGraw		14.88
Janis Glennie		14.88
Dan McDevitt		14.88
Carla Paulson		14.88
Barbara Lappala		14.88
Maria Dunlop		14.88
Claudia Derbyshire		14.88
Michelle Lehman		23.01
Robert Collmer		14.88
Lynetta Turner		14.88
Sharon Mowry		8.13
Beryl Scherlie		8.13
Blanche Green		8.13
Sandra Seet		8.13
Darrell Smith		8.13
Marilyn Canfield		8.13
Melvin Randall		14.88
Robert Roth		14.88
Dale Smith		14.88
Ralph Hodges		2077.23
	$ 591.48	$ 5436.72

F. RECOMMENDATIONS

The fate of the materials and procedures developed during the two years of these research and exemplary projects is in the hands of students, classroom teachers, curriculum specialists and school administrators. The favor expressed for the efforts of these projects might be best measured one or two years from now, after these materials have been used and, then reevaluated. At that time future time, more realistic recommendations can be based on research of further product development and a survey of the field tests of methods and materials. Until later, these ideas are the best that can be offered.

1. A plan should be devised by the Career Education and Consumer Education Divisions of the Oregon Board of Education to encourage school districts to study and consider disseminating exemplars of this project's approach among teachers and school officials. Although, many districts have not adopted any of the three basal reader series cited in this project, the model is a viable one for adaptation or replication.
2. Consideration ought to be given to the integration approach with reading and language arts materials in both intermediate and upper grade school programs. Students in these school levels are still in need of an awareness for career and consumer education concepts and goals, and their regular school materials have the content to help teachers meet these student needs. Other materials available to students and teachers provide content for exploratory involvement. Most teachers are not likely to take time away from usual concerns for language arts instruction to help students think and plan an exploration of their career and consumer needs and opportunities. If these concepts could be identified in commonly-used classroom materials, teachers might be more interested in pursuing these more practical needs of students.

3. Either the individual school district and/or the Career and Consumer Education Divisions of the Oregon Board should consider allocating "seed money" to encourage the development of "ready-to-use" classroom materials for teaching career and consumer education concepts. Teachers do not need any more "suggestions" or "models" for study. They do not have the time or motivation to prepare a lot of their own materials and procedures. However, if they have some materials ready for implementation, their fertile minds can be expected to "take charge" and supplement and implement procedures befitting their students, and community settings.

4. Individual school districts, and schools within districts, need to identify a modest quantity of consumer and career education program and course level goals for short-term accomplishment. Too often, in the course of these projects, the project director found that teachers in the same building were torn between personal goals, building goals, and Area III (district) goals. They were unwilling to cooperate with this project because they were also working with other influential individuals. On the other hand, some teachers were leaving their goal development open to capricious, happenstance implementations.

5. There is a monumental need to maintain the gains that have been made by teachers and school administration for recognizing the value in planning, selecting materials, and teaching through a goal-based curriculum. Secondly, they are beginning to articulate instructional goals in terms of students' learning skill levels and their social maturity. Maintenance of goal awareness might be accomplished by tuning curricular goals to the content of publishers' materials in their classrooms. Publishers' materials should be respected for their professional quality in providing appropriate content for students at varying levels of educational, social and economic maturity.

The accommodation that teachers and curricular specialists need to make with professionally-prepared student materials depend upon the identification of:

a) appropriate interrelated program and course-level goals;

b) coordination of district and school goal development by curricular specialists, or teachers identified in each building as curricular coordinators;

c) continuous development of workshop or inservice components within building professional growth programs so that teachers understand how adaptations of publishers' materials can be made;

d) methods by which teachers can evaluate their own knowledge, as well as the knowledge and processes students use in indicating an awareness for career and consumer education and other curricular skill goals.

APPENDIX A

Committee Job Descriptions

1. Project Dissemination Team 1

2. Study Committee 3

3. Teaching Guide Committee 4

4. Advisory Committee 5

Project Dissemination Team

Dissemination of the research information and conclusions drawn about the feasibility of integrating career and consumer education concepts into reading skills instruction will be made among primary grade teachers and administrative staff.

Purpose of this job

The purpose of this project was based on the recognized need to alleviate the demands of an ever-expanding curriculum on the time and resources of teachers in grades 1-3. This study did identify many primary grade-level materials that held much promise for helping children secure an awareness of some elements of the social and economic system around them.

Whenever research has proven some basis for an idea, its feasibility illustrated, and its need substantiated, an exemplary product usually follows. The sharing of exemplary products is done best through personal contacts with potential users. The knowledge gained, and the processes developed during the research phase of this project will be disseminated by person's in this job role.

Suggested procedures

The material to be discussed will be found in the text - A Primary Teacher's Guide for Integrating Career and Consumer Education and Reading Course Goals. This text should be discussed with teachers of grades 1-3 in each building. These topics should be given major attention.

1. Review data gathered by questionnaire to show primary teachers' expressions of needs, desires, and reactions to specific questions pertinent to the feasibility of integrating career and consumer education with the teaching of reading skills.

2. Present the interrelated career, consumer, and reading goals considered essential for teaching an awareness of these concepts among primary grade children.

3. Point out and discuss how the course goals (and the concept-descriptor terms) were used to form a checklist for relating specific content from basal reading and language arts materials with career/consumer education goals.

4. Review the prototype instructional guides developed by project teachers for the teaching of content in reading textbooks under current adoption.

5. Point out that this guide will be left in the building and should be studied in detail and used as a resource for helping teachers or administration do other kinds of "integration" of other content in reading and subject matter with course goals.

6. Point out that the instruments discussed in this guide will be applied to the study and development of instructional guides for use with reading and language arts materials under 1975-81 adoption.

7. Suggest that reactions to the guide and desires for further participation in this project are welcome. Such suggestions, and desires to become involved, should be directed to the career or consumer education coordinator in respective buildings. Direct contact with the project director can be made by calling the Area III office.

Study Committee

Reading and related language arts materials will be studied to locate stories and excerpts from student materials that contain content and concepts that reflect consumer and career education goals. The consumer and career education goals will be cross-referenced prior to this committee's work in the form of a checklist of component objectives and criteria for judging the pertinence of content. Story titles and page numbers will be transcribed to the checklist.

1. Committee persons will be expected to review materials used in Area III primary schools such as textbooks, supplementary materials and other media currently in use.

2. Committee persons will be expected to suggest the committee's consideration of other materials not provided by the project director. Such consideration should be based on an opinion that it is used by a majority of teachers in grades 1-3.

3. The study committee will be provided a list of descriptor terms that expand on the course goal statement listed on the checklist.

Teaching Guide Committee

Teacher-management materials will be written to implement the goals and concepts of career and consumer education and language arts. These materials must reflect the interdisciplinary nature of the project so that attention and direction is given to implementation of the content and concepts identified by the Study Committee. The format of these materials should be functional as a teacher's guide for verbalizing and creating processes for children to become aware of career and consumer concepts.

1. Review the content that has been located for use at each grade level. Select stories and other content to develop teaching procedures and activities for related goals and concepts.

2. Write specific instructional objectives for instructional lessons and activities.

3. Develop or identify several simple supportive teaching aids such as charts, games, kits, filmstrips, etc., to supplement the content of identified stories. If such materials already exist they should be acquired by the committee and noted for use by teachers.

4. Each instructional guide will vary in length. However, several lessons might be combined for about two weeks of teaching to several career/consumer education goals and content.

Advisory Committee

The Advisory committee will serve in a dual capacity to aid the other project committees in deciding - a) the soundness and feasibility of its plans for activities and products, b) the serviceability of the project's products. This committee will be called into session on an informal basis for periodic consultation with the project director and committees.

The Advisory committee will participate in these specific activities:

1. Assist the project director in the review of the cross-referenced checklist of interrelated content, concepts, and goals of consumer/career education and language arts.

2. Review the activities of the research project during the 1973-74 project year. The Advisory committee will base recommendations of changes in project activities on the research report, and personal experiences with career and consumer education teaching.

3. Review and critique findings and products of project committees.

4. Assist in the general evaluation of the project during the 1974-75 project year.

APPENDIX B

A Syllabus for Inservice Course:

"An Integration of Career/and Consumer

Education Course Goals

With Three Basal Reader Programs"

Purpose of the Course.....1

A. Specific Goals of the Course.....1

B. Organizational Guidelines.....2

C. General Activities of the Course.....2

D. Course Evaluation.....4

Syllabus For an Inservice Course:

Integration of Career and Consumer Education

Course Goals With Three Basal Reading Programs

Grades 1-3

Purpose of the Course

This course will be directive to the understanding and implementation of the premise that students in grades 1-3 can acquire an awareness for social and economic events around them. This will be accomplished through comprehensive discussion and visual-motor activities related to stories in their basal reader textbooks. The feasibility for teaching career and consumer education concepts using basal readers will be greatly enhanced through training in the use of the alternative guides prepared for use with the Holt, Ginn, and Houghton-Mifflin basal reader programs.

A. Specific Goals of the Course

Through class discussion, research, study, demonstration, practice, and classroom implementation, participants will be able to:

1. develop an understanding of one process for integrating instructional goals of career, consumer, and reading instruction in primary grade levels.

2. acquire an understanding of the practical limits of a child's awareness for social and economic events and the effects they have on individuals, families, and other groups in society.

3. interpret the goals of career and consumer education and instruction of reading comprehension skills in reference to specific story content.

4. contrast stories with content that will be acceptable for teaching awareness for course goals with stories that lack substance for applicability.

5. apply the purposes and goals developed in the prepared alternative teaching guide for the basal reader series each person uses.

6. determine the usefulness of selected stories and all related activities outlined in one teaching guide.

7. analyze related visual, auditory, and manipulative materials identified for augmentive and correlative use with basal reader stories.

8. modify selected teaching guides to suit their teaching situations, or to apply with other identified alternative uses of the integrated curriculum concept.

9. produce learning activity modules that may benefit their classroom programs and other related goals.

10. formulate specific classroom evaluation procedures for general career and consumer education goals; and/or specific to selected stories developed in the teaching guide.

B. Organizational Guidelines

This will be a one-credit course. Upon approval of professional growth staff personnel in a school district, this course will be taught in any one of the following options that will accumulate eleven (11) hours involvement:

1. Eleven one-hour sessions at the end of the regular teaching day.

2. Three one-hour sessions after the regular teaching day, followed periodically by three three-hour Saturday sessions preferably two weeks apart.

3. Five one-hour sessions at the end of the regular school day interspersed with classroom implementation equal to six hours preparation for classroom use subject to inspection by the inservice instructor.

General Activities of the Course

Session No. 1 Participants will:

1. review the purposes of the course and discuss the research findings in the monograph "A Primary Teacher's Guide to Integrating Career and Consumer Education and Reading Course Goals" (1974-75 Project publication).

2. read and discuss the paper "What Does It Mean to be Piagetian" (by Ira J. Gordon, Director of the Institute for Development of Human Resources) to develop a general understanding of how students acquire concepts.

3. assign one story in the Alternative Teacher's Guide for one basal reader series. This story will be read and the teaching procedure prepared for critique and discussion at the next meeting.

Session No. 2 Participants will:

1. read two stories, then select consumer and career education goals that they believe are developed in some way by the content of both stories.

2. be given two short stories that will be contrasted for relative value for development for teacher use in teaching career and consumer education concepts.

3. prepare the script for one story from their basal readers' alternative guide and use it verbatim with a group of selected students.

Session No. 3 Participants will:

1. either meet in small groups, or if enrollment is less than twelve, present critiques of the use of their selected stories.

2. write general statements of revision of the format, organization, and/or procedures for teaching stories.

Session No. 4 Participants will:

1. review the reading comprehension skill goals outlined in the "Suggested Uses of this Guide" section of the Alternative Teaching Guides.

2. analyze ways to sequence the questioning strategy implied by these goals to better understand: a) the importance of setting purposes through questioning; b) purpose of establishing recall, directly-stated questioning outcomes; c) use of basic facts to develop interpretive and evaluative questioning; d) recognition of evidence from questioning and students' contributions to story discussion to determine the appropriateness of 'related activities" as outlined in the Teaching Guide.

Session No. 5 Participants will:

1. interpret the contributions the original publisher's guide can make to the use of the Alternative Teaching Guide.

2. restructure the teaching scripts of both guides to suit their individual desires and teaching situations.

3. prepare a self-evaluation of the restructured teaching script after its use with students.

Session No. 6 Participants will:

1. relate their findings from use of restructured teaching scripts used with students.

2. modify selected teaching scripts to amalgamate the instructional purposes of the original teaching guide and the alternative guide.

Session No. 7 Participants will:

1. critique the "related activities" sections of selected stories they are most likely to use in their classrooms.

2. prepare materials and alternative activities that occur to themselves for involving children in related consumer and career education activities, directly and/or indirectly related to specific stories.

Session No. 8 Participants will:

1. visit the audio-visual materials center either individually, in small groups, or as an entire group to preview and critique assigned media for inclusion as "related activities" or discussion of selected stories.

2. exchange synopses and evaluation of assigned media with other class members.

Section No. 9 Participants will:

1. review the outline for the Learning Activity Module.

2. critique at least one of the suggested Learning Activity Modules as to its appropriateness for complementing certain stories in students' textbooks.

3. design, then prepare at least one Learning Activity Module for one or more stories.

Session No. 10 Participants will:

1. exchange Learning Activity Modules they have prepared and evaluate their development.

2. copy the design and specifications of any Learning Activity Module they care to use.

3. study at least three stories and the alternative guides for teaching them.

4. write specifications for evaluating students' awareness of the suggested "Evaluation of Lesson Objectives", or develop one or more methods of evaluating student awareness of at least one career or consumer education objective.

Session No. 11 Participants will:

1. produce their evaluation procedures for three (or more) selected stories of at least one career or consumer education objective as outlined in the Alternative Teaching Guide.

2. propose their evaluation procedures to the entire group, or if more feasible, to grade level teacher groups.

3. submit modified, or original, evaluation procedures to the instructor as partial evidence of understanding students' awareness of career and consumer education concepts.

Course Evaluation Participants will:

1. attend all scheduled formal sessions with the class, or prepare an alternative to attendance.

2. complete all assigned tasks as outlined above or prepare an alternative to the specification.

3. submit specifications for conducting students' evaluation for awareness of at least one career or consumer education objective for three stories developed in the Alternative Teaching Guide.

APPENDIX C

SUPPLEMENTARY MATERIALS

Audiovisual

Films.....1

Filmstrips (and With Records).....7

Study Prints.....10

Kits of Materials.....11

Slide Sets.....11

Film Loops.....11

Exhibits.....11

Field Trips.....12

Related Books.....12

SUPPLEMENTARY MATERIALS

AUDIO-VISUAL

The following lists of audio-visual media have been reviewed by primary teachers as having pertinence to the goals of career and consumer education. Annotated descriptions of each item listed can be found in District No. I audio visual catalogs. There has been no attempt made to reference these media to particular stories; such correspondence was found to be unrealistic when such matchings were attempted by the media committee. The teacher who is interested in extending goals embedded in certain story content should make the judgment about the use of the audio visual media.

FILMS

African Girl - Malobi
Airplane Trip By Jet
Airplanes: A First Film
Airplanes Work For Us
Airport in the Jet Age
Airport in the Jet Age, A
Alexander Has a Good Day
All the Differences in the World
Allen is My Brother
Andy's Animal Alphabet
Appreciating Our Parents
Arabian Children
Arctic Fishermen in World Trade
Arithmetic in the Food Store
Bakery Beat
Bananas - Gold From the Tropics
Basic Ecology: What Ecologists Do
Be Your Own Traffic Policeman
Beginning Responsibility: Using Money Wisely
Behind the Scenes at the Supermarket
Big Bakery
Big, Big Harbor
The Big Dinner Table
The Blue Dashiki: Jeffrey and His City Neighbors
Boat Trip
Boats and Ships
Boats, Motors, and People
A Book Is to Care For
Boomsville
Boy and the Mountains
Bread
Busy Harbor
Circus Animals
Circus Day
Cities and Commerce: Where We Get Our Goods and Services
Cities and Communication: Keeping the Community Informed
Cities and Geography: Where People Live
Cities and Government: Governing Our Local Community

Cities and History: Changing the City
Cities and Manufacturing: Where We Make Things
Cities and Protection: Protecting Lives and Property
Cities and Recreation: Places We Play
Cities and Shopping: Where We Get Our Food
Cities and Suburbs: The Metropolitan Area
Cities and Transportation: Moving People and Goods
Cities and Utilities: Our Public Utility System
Cities Are Different and Alike
City Bus Driver
The City Changes
City Highways
Clothing: A Pair of Blue Jeans
Communities Depend on Each Other
A Community Keeps House
Conservation: For the First Time
Crab Fisherman
The Crying Red Giant
Dairy Farm Today
Discovering Mood in Music (music composer)
Division of Labor: Making the Things We Need
The Doctor
Duke Thomas, Mailman
Economics - It's Elementary
Economics - Newspaper Boy
Economics: The Credit Card
Economics: Workers Who Build Houses
Eggs to Chickens
Eskimo River Village
Eskimos (Winter in Western Alaska)
Evan's Corner
Everyone Helps in a Community
Fall is Here
Families
Families and Jobs: Risa Earns Her Dime
Families and Learning: Everyone's A Teacher
Families and Shelters: A House For the Hernandez
Families are Different and Alike
Family Life in India: Ten of Us
Family Life in Japan: Remember, I'm Me
Family of the Island: Her name is Wasamatha
Family of the River: The River, My Home
The Farm Community
Farm Family in Autumn
Farm Family in Spring
Farm Family in Summer
Farm Family in Winter
Fathers Go Away to Work
A Field Becomes a Town
Finding Information (Expert on bird love)
Fire Boat
Fireboat....Ready For a Run
Fireman 2nd ed.

Fisherman's Boy
Food From the Sea
Food Store 2nded
Food: The Story of a Peanut Butter Sandwich
Foods From Grains
Fred Meets a Bank
Freight Train
From Our Forests
Fun of Making Friends
Good Citizens
The Great Country
Greek Children
The Harbor
Health in Our Community
Healthy Families (Zoo doctor)
Healthy Teeth, Happy Smile
Here Comes the Circus
Highway Builders
Home For Butch
The Hospital
How is Clothing Made: The Story of Mass Production
How the First Letter Was Written
If You Could See the Earth
I'm No Fool With Fire
Jan, Boy of the Netherlands
Jobs in the City: Construction
Jobs in the City: Distribution
Jobs in the City: Services
Jobs in the City: Women at Work
Johnny Appleseed: A Legend of Frontier Life
Judy Learns About Milk
Kim Visits the Netherlands
L.A.53: The Story of a Train
Learning About Fruits We Eat
The Lemonade Stand: What's Fair?
Let's Build a House
Let's See: Hands Grow Up
Let's Visit a Shopping Center
Let's Visit a Tree Farm
Letter to Grandmother 2nd ed.
Litterbug
The Little Airplane That Grew
Little Engine That Could
Little Garden
Little Red Hen
Little Smokey
Little Train
Little Tug That Tried
The Long Haul Men
Lumberyard
Machines That Move Earth
Magic Book
The Mailman
Making Cotton Clothing

Man Uses and Changes the Land
Our Friend the Policeman
Our Land Needs Your Help
Our Post Office
Our Productive Resources
Our Round Earth: Its Land (Conservation)
Our Round Earth: What It's Like
Paddle to the Sea
The Passenger Train 2nd ed.
People Who Work in Factories
People Who Work in Offices
People Who Work in Stores
Pier 73
Pioneer Blacksmith
Pipes in the House
Policeman
The Policeman 3rd ed.
Policeman Walt Learns His Job
Pony Farm
Port of Portland
Poultry on the Farm
Schools and Jobs: Lots of People Work Here
Schools and Neighborhoods: Josh Gets a School
See and Tell: School Days in Japan
Sheep and Shepherds - Rev. ed.
Shepherd and His Sheep
Ships: A First Film
Ships in Dry Dock
Ships in Harbor
Shoemaker and the Elves
Space Flight Around the Earth
Spanish Children 2nd ed.
Stores in Our Community
Story of a Book (Book Authors)
Story of King Midas
Story of Peggy at the Farm
Story of the Goose and the Gander
Tommy's Healthy Teeth
Trains: A First Film
Transportation By Inland Water Ways
Transportation By Ship
The Transportation Revolution: Story of America's Growth
Trout Hatchery
Truck Farm to Store
Truck Farmer
Trucks and Trains
Trucks in Our Neighborhood: A First Film
Tugboats and Harbors
Uncle Jim's Dairy Farm
Urban Ecology: Garbage Disposal
Values: Being Friends
Veterinarian Serves the Community
Visit to the Waterworks
Water for the City
Water Pollution: A First Film

We Live in the City
We Make Butter
We Make Choices
We Want Goods and Services
Wee Geese
What Do Fathers Do?
What Do I Receive For My Money?
What Is a Community
What Is Money?
What Our Town Does For Us
Wheat Farmer
When I Need More Money
Why Communities Trade Goods
Why Fathers Work
Why People Have Special Jobs: The Man Who Makes Spinning Tops
Why We Have Laws: Shiver, Gobble and Snore
Why We Have Taxes: The Town That Had No Policeman
Work Around the World
Workboats of the Harbor
Worker in Our Community
The World of Work: Tugboat Captain
Your Daily Bread
Your Friend the Soil
Zoo Baby Animals (Zoo Keeper)
Moving People in the Community
Turn a Handle, Flick a Switch
America: My Country
The City I See
Community Services
The Craftsman
Economics For Elementary: A Day in the Life of a Dollar Bill
Economics For Elementary: Division of Labor
Economics For Elementary: Interdependence
Economics For Elementary: Land, Labor and Capital
Economics For Elementary: Trade
Economics: Money
Family Life Around the World Series: Family of the Mountains: A Peruvian Village
Farms Around the World
The Food Cannery
Food For the City: Produce
Food For the City: Wheat and Flour
Garbage
Growing Up On the Farm Today
Horse Farm
Jobs in the City: Manufacturing
A Letter to Amy
Little Train, Little Train
Milk: From Farm to You
Moving Goods in the Community
Pat Explores His City
Ramon, Boy of Luzon
Watch Out for My Planet
The Weatherman: A Scientist
What Is a City?

What Shall I Be?
Why We Use Money: The Fisherman Who Needed a Knife
City Tree
Dockside
Economics For Elementary: Arctic Fishermen in World Trade
Family Life in Malaysia: We Live in a Kampong
Land Pollution: A First Film
Learning to Use Money
Maurice Sendak (Author)
Morning Harbor
Neighborhoods Change
Parents--Who Needs Them?
Spend, Spend
There's Nobody Else Like You
Uncle Smiley and the Junkyard Playground
Uncle Smiley Follows the Seasons
Uncle Smiley Goes Camping
Uncle Smiley Goes Planting
Uncle Smiley Goes Recycling
Uncle Smiley Goes to the Beach
Uncle Smiley Goes Up the River
A Walk in the Woods
What Is a Family?
Why We Need Each Other: The Animals' Picnic Day
Modern Post Office
Veterinarian Serves the Community
Bus Driver
My Milkman, Joe
Legend of Johnny Appleseed
Space Flight Around the Earth
Space in the 70's
Man in Space the Second Decade
Bakery Beat
Communications: A First Film
Communities Depend on Each Other
The Doctor
Fireman
Fire Boat--Ready For a Run
The Field Becomes a Town
Weather
Weather Scientists
Rain
Rainy Day Story
Policeman
The Policeman
Policeman Walt Learns His Job
Modern Post Office
The Mailman
A Tree is a Living Thing
Shoemaker and the Elves
Veterinarian Serves the Community
Family in the Purple House
Safety on the Playground
The Dangerous Playground
Shivers, Gobble & Snore--Why We Have Laws

Litterbug
Beginning Responsibility
Rules at School
We Make Choices
Primary Economics
Beginning Responsibility: Using Money Wisely
Night Community Helpers
What To Do About Upset Feelings
Our Angry Feelings
How the First Letter Was Written
The Big Dinner Table
Dental Health--How and Why
Healthy Teeth, Happy Smile
Take Time For Your Teeth
Drugs Are Like That
Two Is a Team by Lorraine Beim (Book)
Bright April by Marguerite De Angeli (Book)
A Rock in the Road
Have You Seen a Comet?--(UNICEF publication of art and writing of children around the world)
The Crying Red Giant
Values: Being Friends
Clothing: A Pair of Blue Jeans
Evan's Corner
We Want Goods and Services

FILMSTRIPS AND FILMSTRIPS WITH RECORDS

My Dad is a Fruit Farmer
The Bakery
Measuring Things
Airport Service
Career Discoveries: People Who Help Others (with record)
A City Is Many Things
Cotton Clothing From Field to You
Family Series, Set 1; History and Geography
Fathers Work
First Things: What Do You Do About Rules? (with record)
Getting Along (with record)
The Homes We Live In (with record)
Mothers Work Too
90 Billion Raindrops (mail handling in U.S.) (with record)
Our World of Sights and Sounds, Group 1 (with record)
Political Science: City Government
School Series: Rules and Plans
Tree Man: A First Adventure in Ecology (with record)
Urban Uses of Land
Workers (with record)
American Families (with record)
Blueberries For Sal (with record)
Careers (with record)
Children's Literature, Set 1: So Much to Experience (with record)
Children's Literature, Set 2: The Many Worlds of Literature (with record)
Children's Literature, Set 3: Let's Communicate (with record)
Children's Literature, Set 4: What Can Words Do? (with record)

Children's Literature, Set 5: Express Yourself (with record)
Children's Literature, Set 6: Lear ing About Literature (with record)
Economics For Primaries (with record)
Hear Me, See Me (cassette tape)
Medicines, Drugs and Healthful Living
Mystery Guest 1A (cassette tape)
Mystery Guest 1B (cassette tape)
Mystery Guest 1C (cassette tape)
Mystery Guest 2A (cassette tape)
Mystery Guest 2B (cassette tape)
Mystery Guest 2C (cassette tape)
Mystery Guest 2D (cassette tape)
Nutrition
Nutrition For Little Children (with record)
The Port: Gateway to Trade and Careers, 1 (cassette tape)
The Port: Gateway to Trade and Careers, 2 (cassette tape)
Stories and Fables For Science
The Story of Space Flight (with record)
Tall Tales in American Folklore, Set 1 (with record)
Wise Choices (16 cassettes)
Adventures of Johnny Appleseed
The Adventures of Paul Bunyan: An American Folktale (with record)
The Adventures of the Lollipop Dragon (with record)
Africa: Focus on East Africa (with record)
Africa: Focus on West Africa (with record)
Ahmed and Adah of the Desert Land
Airplane Trip
Airplanes and How They Fly
Airports and Airplanes
All of Us Together
America: People, Products and Resources
The American Cowboy (with record)
Andy Lends Money to the Bank
The Bakery
Big City Workers
Bread
Building a Home
Bus Driver
Buses at Work
Carrying Freight
The Changing City: City and Country Contrasts (cassette)
The Changing City: Energy For the City (cassette)
The Changing City: Movement in the City (cassette)
The Changing City: Problems in the City (cassette)
The Changing City: Renewing the City (cassette)
The Changing City: Size of the City (cassette)
The Changing City: Taking Care of the City (cassette)
The Changing City: Transactions Within the City (cassette)
Children of the Inner City (with record)
Community Helpers "A"
Community Helpers "B"
Community Helpers For Health
Community Series: Agriculture and Industry
Community Series: Systems in Our City

Community Series: Transportation
Community Service Series
Going Shopping
The Grocer
Harbor Boats at Work
Harbor Community
Health Helpers
How Our Service Station Helps Us
How the City is Fed
How We Get It
Knowing Our School (with record)
Larry Helps the Police
Learning to Live Together, Pt. 1
The Little Red Hen
The Mailman
Mankind in Motion (with record)
Milk
Money Experiences
Mop Top (Barber) (with record)
Mother Goose Village Fire Department
Mother Goose Village Lake and Police Station
Mother Goose Village Newspaper
Mother Goose Village Post Office
Mother Goose Village Television Station
My Dad is a Cattle Rancher
My Dad is a Cotton Farmer
My Dad is a Dairy Farmer
My Dad is a Fruit Farmer
My Dad is a Hay Farmer
My Dad is a Poultry Farmer
My Dad is a Sheep Rancher
My Dad is a Truck Farmer
My Dad is a Veterinarian
My Dad is a Wheat Farmer
Neighborhood Workers
Our Fire Department
Our Government and How It Works
Our Health Department
Our Library
Our Police Department
Our Post Office
Our Working World: Cities at Work 1 (with record)
Our Working World: Cities at Work 2 (with record)
Our Working World: Cities at Work 3 (with record)
Our Working World: Cities at Work 4 (with record)
Our Working World: Cities at Work 5 (with record)
Our Working World: Cities at Work 6 (with record)
Our Working World, Grade 1 (Lessons 1-26) (with record)
Our Working World, Grade 2 (Lessons 1-16) (with record)
Passenger Trains at Work
Playing Community Helpers
The Policeman
Policemen and Firemen
Policemen at Work
Post Office Workers
School Helpers

School Series: Our School Workers
Seven Little Postmen
Shopping For Groceries
Visit to the Dentist
What is Profit?
What the Bank Does With Andy's Money
What We Need
Where Food Comes From: Eggs For You to Eat
Where Food Comes From: Milk From the Cow to You
Who Helps Us? "B" (with record)
Why We Use Money
The Wonderful World of Work: Carrying the Mail (with record)
The Wonderful World of Work: Drug Store Workers (with record)
The Wonderful World of Work: Gas and Oil Service Workers (with record)
The Wonderful World of Work: Meet the Milkman (with record)
The Wonderful World of Work: Service Station Workers (with record)
The Wonderful World of Work: Supermarket Workers (with record)
The Wonderful World of Work: Telephone Workers Who Make the Phone Ring (with record)
The Wonderful World of Work: Working With Electricity (with record)
Workers for Health
Working in U. S. Communities: Group 1 (with record)
Working in U. S. Communities: Group 2 (with record)
The World Above Us--(Astronomer)
Your Daily Bread
Economics in the Home, School and Community: Kit 1 - Interdependence (with record)
Learning to Live Together, Pt. 1
Primary Economics (with record)
Community Helpers "A"

STUDY PRINTS

Children of America
The Dairy
Dairy Helpers
Exploring Space: Man on the Moon
A Family At Work and Play
The Farm
Farm and Ranch Animals
The Fire Department
The Fire Department, A
Fire Prevention
Hospital Helpers
How People Travel in the City
Keeping the City Clean and Beautiful
Medical Helpers
Moving Goods For People in the City
Neighborhood Friends and Helpers
The Police Department
Police Department Helpers
The Postal Helpers
The Postal Service
Red Hen
School Friends and Helpers
Supermarket Helpers
We All Like Milk

Happy, Safe and Healthy: Staying Well All the Time
Happy, Safe and Healthy: Things We Care About
Happy, Safe and Healthy: We Help and Share
Children of America
Man Puts Energy to Work
Our Wonderful Country, Set 4: Its Workers
American Legendary Characters
The Astronaut: Training and Equipment
Best Word Program Ever (Richard Scarry)
Building Toward the Moon
Countdown to Splashdown

KITS OF MATERIALS

Dental Care Kit
Egg, Incubator (Chick-Chick)
Eskimo and Tlingit Realia Kit
Fireman's Tool Kit
People, Places, Products
Water Transportation Kit
Chicken Little Count-To-Ten
How Talu the Elephant Got His Farm Back: A West African Folk Tale
I Can, Unit 1
I Can, Unit 2
Incubator
Just Right Job Stories
Paddle-to-the-Sea
The Sea Monster and the Fisherman: An Eskimo Folktale
Breadmaking Kit
Churn
Churn Kit
The City (Match Kit)

SLIDE SETS

Farm Animals
All About Airplanes: Airport Workers
All About Airplanes: Kinds of Airplanes
All About Airplanes: Parts of an Airplane
Common Farm and Ranch Animals

FILM LOOPS

Ganging Up
The Chea_

EXHIBITS

Cows
Dairy Farm Model

FIELD TRIPS

Airport Tour
Alpenrose Dairy
American Rhododendron Test Garden
Bakery Tours
    Franz Bakery
    National Biscuit Co.
Beverage Industry Tours
    Portland Bottling Co.
Children's Art Museum
Dairy Farm Tours
    Alpenrose Dairy
    Sunshine Dairy
Oregon Historical Society
Laurelhurst Park
Farmers Market
First National Center Museum
Forestry Center
Georgia Pacific Historical Museum
Hoyt Arboretum
Kendall Planetarium
Lloyd Center Tour
Jantzen Beach Shopping Center
Oregon Historical Society (Pioneer Life-special program)
Oregon Museum of Science and Industry (OMSI)
Boyd's Pet Shop
Portland Parks and Playgrounds
Printing Industry Tours
Railroads-Model (Columbia Gorge Model Railroad Club)
Trains and the Railroad Station
    Portland Zoo
    Amtrak
Trucking Industry Tours
    Hyster Co.
    Freightliner Corp.
Walking Tours
Zoo
Post Office
Gas Station
Neighborhood Bank
Humane Society
Neighborhood Class Walks

RELATED BOOKS

At The Library - Colonius
I Want To Be a Librarian - Greene
Policemen - Dillon
Policeman Small - Lenski
You Visit A Fire Station - Police Station
Where Are The Mothers - Marino
Lets Go To A Police Station - Sootin
Lets Find Out About Policemen - Shapp
What Do They Do? - Greene-Kessler

The Man in The Manhole - Sage-Ballantine
Our Friendly Helpers - Hoffman
Policemen and Firemen - Miner
The True Book of Money - Elkin
Lets Go To A Bank - Sootin
Lets Go To A City Hall - Wolff
Want To Be A Teacher - Greene
Lets Go To the Post Office - Buchheimer
Mr. Zip and the U. S. Mail - Barr
I Want To Be A Postman - Greene
I Want To Be A Ship Captain - Greene
Lets Go To A Garage - Goodspeed
When I Grow Up - Lenski
I Know A Baker - Jritani
I Want To Be An Animal Doctor - Greene
I Want To Be A Telephone Operator - Greene
I Want To Be A Doctor - Greene
Firemen - Heffleffinger
I Want To Be A Fireman
Truck Drivers: What Do They Do? - Greene-Kessler
The Dairy - Hastings
I Want To Be A Farmer - Greene
At The Dairy - Hastings
I Want To Be A Carpenter - Greene
I Want To Be A Baseball Player - Greene
The True Book of Houses - Carter
Cowboys: What Do They Do? - Greene-Kessler
Cowboy Small - Lenski

APPENDIX D

Form for Evaluating

Prototype Teaching Guides

I. Attainment Levels of Career and Consumer Education Goals.....1

II. Related Activities and Project Suggestion.....2

III. Validity of the Reading Content-Centered Project.....3

IV. Analysis of Prototype Teaching Guides.....3

EVALUATION OF PROTOTYPE TEACHING GUIDES

Evaluator's Name_____School_____Grade(s) Taught_____

Publisher's names of materials evaluated_____

Title of story_____Level___

The above material was evaluated by one of these methods:

Guide was used in a classroom_____Story was read and guide was reviewed_____

Date(s) of use in classroom_____Date(s) of survey of materials_____

Please complete only Parts I and II for each Teacher's Guide. Respond to Parts III and IV only once as a singular response to all guides used or reviewed.

I. Career, Consumer Education and Reading Course Goals

A. Please check which goals were claimed to be met by the Teaching Guides.

B. Check the level of attainment you believe the materials met each of these goals:

The students will be able to recognize:

	Consumer Education	LOW 1	2	3	4	HIGH 5
___1.	the physical and emotional benefits of understanding and respecting self and others throughout life.	___	___	___	___	___
___2.	that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.	___	___	___	___	___
___3.	the personal, social, economic and political reasons for work in our society.	___	___	___	___	___
___4.	that work is a dignified human activity which gives rights to and requires responsibilities from its participants.	___	___	___	___	___
___5.	that in our society he is dependent on the goods and services of others for his welfare and survival.	___	___	___	___	___
___6.	the physical and psychological reasons for work and leisure activities.	___	___	___	___	___

Career Education	LOW 1	2	3	4	HIGH 5
___1. how resources are related to needs and wants.	___	___	___	___	___
___2. the skills needed in the decision-making process.	___	___	___	___	___
___3. effective shopping techniques.	___	___	___	___	___
___4. how consumer skills can improve standard of living.	___	___	___	___	___
___5. the relationship of supply and demand.	___	___	___	___	___
Other Career or Consumer Education					
___1. _____	___	___	___	___	___
___2. _____	___	___	___	___	___
___3. _____	___	___	___	___	___
___4. _____	___	___	___	___	___
___5. _____	___	___	___	___	___

II. Related Activities and Project Suggestions

A. Please list the related activities and projects suggested by the teaching guides, then rate them as to your degree of satisfaction in meeting their supplementary developmental role in creating an awareness of career and consumer education concepts.

General Description of the Activities	Level of satisfaction for their relevance and importance to the project goals: LOW 1	2	3	4	HIGH 5
1. _____	___	___	___	___	___
2. _____	___	___	___	___	___
3. _____	___	___	___	___	___
4. _____	___	___	___	___	___
5. _____	___	___	___	___	___
6. _____	___	___	___	___	___
7. _____	___	___	___	___	___
8. _____	___	___	___	___	___

B. The related activities and project suggestions in these teaching guides provided sufficient participatory involvement in creating an awareness for concepts in the story content. LOW 1 2 3 4 HIGH 5 ___ ___ ___ ___ ___

C. General comments concerning this teaching guide. (Please use the back side if needed)

III. Validity of the Reading Content Centered Project

A. Please review the purposes and goals as stated on the abstract for the total project. The teaching guides developed by teacher committees appear to meet the purposes and goals of the project.

LOW				HIGH
1	2	3	4	5
___	___	___	___	___

B. Creating an awareness for career and consumer education concepts by using reading instructional materials is an efficient way to accomplish this objective among children. Children in grades 1-3. ___ ___ ___ ___ ___

IV. Analysis of Prototype Teaching Guides

A. Considering the present condition of format and content of the Teaching Guides, which of the following actions do you believe should be taken regarding their further use.

____review evaluator's comments ____generally revise

____accept in present condition ____eliminate from project

B. Please write your suggestions concerning the following topics.

1. Format of the teaching guide

_____

_____

2. Selection of questions for use in discussing content of story

_____

_____

3. Selection of related activities and projects

_____

_____

4. Other topics

_____

_____

APPENDIX E

CROSS-REFERENCE OF GOALS AND CONCEPT-DESCRIPTOR

TERMS AND STORIES IN BASAL READERS

TABLE OF CONTENTS

Goal Statement		Pages
The students will be able to recognize:		
Car.Ed. 1.	the physical and emotional benefits of understanding and respecting self and others throughout life	1
Car.Ed. 2.	that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers	2
Car.Ed. 3.	the personal, social, economic and political reasons for work in our society	3
Car.Ed. 4.	that work is a dignified human activity which gives rights to and requires responsibilities from its participants	4
Car.Ed. 5.	that in our society he is dependent on the goods and services of others for his welfare and survival	5
Car.Ed. 6.	the physical and psychological reasons for work and leisure activities	6
Con.Ed. 1.	how resources are related to needs and wants	1
Con.Ed. 2.	the skills needed in the decision-making process	2
Con.Ed. 3.	effective shopping techniques	3
Con.Ed. 4.	how consumer skills can improve standard of living	4
Con.Ed. 5.	the relationship of supply and demand	5

APPENDIX E

Crossreference of Goals and Concept-Descriptor

Terms and Stories in Basal Readers - Holt

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Books and Games (4)	A Game Book	6-15
Benefits	Books and Games (4)	The Big Store	52-59
Cooperation	People Need People (9)	A Special Name	32-43
Acceptance of others	People Need People (9)	Wet Albert and the Drought	44-52
Sharing labor	People Need People (9)	Maxie	70-79
Interpersonal relationships	The Way of the World (10)	Such Is the Way of the World	14-21
Resourcefulness	The Way of the World (10)	The Sunflower Garden	23-33
Personal satisfaction	The Way of the World (10)	A Home in the Desert	149-160
	The Way of the World (10)	Charlie, the Tramp	259-285
	Never Give Up (11)	Gertrude's Pocket	36-51
	Never Give Up (11)	Alexander and the Magic Mouse	112-130
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	Not Enough Indians	268-289

Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Books and Games (4)	The Cookbook; Candy	16-24
Interpersonal relationships	A Time For Friends (8)	Bert's Berries	134-142
	People Need People (9)	Maxie	70-79
Sharing labor	The Way of the World (10)	The Sunflower Garden	23-33
Cooperation	Never Give Up (11)	Mexicali Soup	58-70
Planning	Never Give Up (11)	Alexander and the Magic Mouse	112-130
Job description	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	George Washington's Breakfast	208-219
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	If You Lived With a Circus	232-245
	Special Happenings (12)	Not Enough Indians	268-289

Career Education Goal: The student recognizes the personal, social and economic reasons for work in our society.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	About Me (1)	Touring the School	30
Reasons for work	About Me (1)	Picture	66
Service to others	About Me (1)	Work In Community	102
Conservation	About Me (1)	The Fireman's Work	104
Improving ones level of living	About Me (1)	Work on Farms	106
	Pets and People (5)	Shep, the Sheep Dog	34-40
Sense of worth	A Place For Me (7)	Maybe a Monster	120-126
Personal planning	People Need People (9)	A Special Name	32-43
Respect for others	People Need People (9)	Wet Albert and the Drought	44-52
Repair and maintenance	People Need People (9)	Maxie	70-79
Skills and talents	People Need People (9)	No Swimming	104-111
	People Need People (9)	Something Queer at the Toy Store	146-166
	The Way of the World(10)	Such is the Way of the World	14-21
	The Way of the World(10)	A Home in the Desert	149-160
	The Way of the World(10)	Charlie, the Tramp	259-285
	Never Give Up (11)	Alexander and the Magic Mouse	112-130
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	George Washington's Breakfast	208-219
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	The Emperor's New Clothes	129-138
	Special Happenings (12)	Atu, the Silent One	155-166

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	About Me (1)	Work In Schools	100
Skills and talents	Pets and People (5)	Shep, the Sheep Dog	34-40
Reasons for work	A Place For Me (7)	Maybe a Monster	120-126
Special knowledge	A Time For Friends (8)	Bert's Berries	134-142
Dignity of work	People Need People (9)	Junk Day on Juniper St.	80-91
Sense of worth	People Need People (9)	No Swimming	104-111
Responsibility	People Need People (9)	Something Queer at the Toy Store	146-166
Pride in work	The Way of the World (10)	Such is the Way of the World	14-21
Resourcefulness	The Way of the World (10)	The Sunflower Garden	23-33
	The Way of the World (10)	A Home in the Desert	149-160
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Never Give Up (11)	Gumdrop on the Move	282-291
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	The Emperor's New Clothes	129-138

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	About Me (1)	Touring the School	30
Dependability	About Me (1)	Picture	66
Concern for others	About Me (1)	Work In Schools	100
Sense of worth	About Me (1)	Work In Community	102
Interpersonal relationships	About Me (1)	The Fireman's Work	104
	About Me (1)	Work on Farms	106
Safety	Pets and People (5)	Shep, the Sheep Dog	34-40
Service to others	People Need People (9)	Wet Albert and the Drought	44-52
Interdependence	People Need People (9)	Maxie	70-79
	People Need People (9)	No Swimming	104-111
	People Need People (9)	Something Queer at the Toy Store	146-166
	The Way of the World (10)	Alexander and the Magic Mouse	112-130
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	George Washington's Breakfast	208-219
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	The Talking Leaves	260-26[illegible]
	Never Give Up (11)	The Golden Treasure	292-300
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	If You Lived With a Circus	232-245

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

Concept-descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Pets and People (5)	Shep, the Sheep Dog	34-40
Leisure	A Place For Me (7)	The Grumpiest Man	34-38
Leisure vs industry	People Need People (9)	No Swimming	104-111
Reasons for work	The Way of the World (10)	Such is the Way of the World	14-21
Maintenance	The Way of the World (10)	A Home in the Desert	149-160
Alternative life styles	The Way of the World (10)	Charlie, the Tramp	259-285
Work and play	Never Give Up (11)	Gumdrop on the Move	282-291
Planning ones future	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	If You Lived With a Circus	232-245

Consumer Education Goal: Students will be able to recognize how resources are related to needs and wants.

Concept-descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	About Me (1)	The Three Little Pigs	80
Supply vs demand	A Place For Me (8)	Maybe a Monster	120-126
Needs vs desires	People Need People (9)	A Special Name	32-43
Resources	People Need People (9)	Wet Albert and the Drought	44-52
Alternative choice	People Need People (9)	Junk Day on Juniper St.	80-91
Overcoming shortages	People Need People (9)	No Swimming	104-111
Surplus vs shortages	The Way of the World (10)	Such is the Way of the World	14-21
	The Way of the World (10)	The Sunflower Garden	23-33
	The Way of the World (10)	A Home in the Desert	149-160
	The Way of the World (10)	Charlie, the Tramp	259-285
	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Gumdrop on the Move	282-291
	Never Give Up (11)	The Golden Treasure	292-300
	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	Not Enough Indians	268-289

Consumer Education Goal: Students will be able to recognize how resources are related to needs and wants.

Concept-descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	About Me (1)	The Three Little Pigs	80
Making choices	Books and Games (4)	The Cookbook; Candy	16-24
Needs vs wants	Books and Games (4)	A Game Book	6-15
Needs vs desires	A Place For Me (7)	The Earmuffs	39-43
Ability to buy	A Time For Friends (8)	Bert's Berries	134-142
Skillful buying	People Need People (9)	Junk Day on Juniper St.	80-91
The wise buy	People Need People (9)	Something Queer at the Toy Store	146-166
Products and knowledge	Never Give Up (11)	Gertrude's Pocket	36-51
Comparative shopping	Never Give Up (11)	Mexicali Soup	58-70
	Never Give Up (11)	The Golden Treasure	292-300
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	The Emperor's New Clothes	129-138
	Special Happenings Special Happenings (12)	Not Enough Indians	268-289

Consumer Education Goal: Students will be able to recognize effective shopping techniques.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Books and Games (4)	The Big Store	52-59
Making choices	A Place For Me (8)	The Earmuffs	39-43
Comparative buying	People Need People (9)	Something Queer at the Toy Store	146-166
The wise buy			
Product knowledge			
Advertisements			
Skillful buying			

Consumer Education Goal: Students will be able to recognize how consumer skills can improve a standard of living

Concept-descriptor (Terms)	Name of Textbook (Levels)	Story Title	Pages
	People Need People (9)	Junk Day on Juniper St.	80-91
Spending within an income	Special Happenings (12)	The Hermit Business	46-56
Savings vs spending	Special Happenings (12)	The Mule Who Struck it Rich	110-117
Productivity	Special Happenings (12)	Let Me Tell You About My Dad	118-127
Wise use of resources	Special Happenings (12)	Not Enough Indians	268-289
Comparative buying			

Consumer Education Goal: Students will be able to recognize the relationship between supply and demand.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	A Time For Friends (8)	Bert's Berries	134-142
Supply vs demand	People Need People (9)	Junk Day on Juniper Street	80-91
Needs vs desires	The Way of the World (10)	Such is the Way of the World	14-21
Resources			
Alternative choice	The Way of the World (10)	The Sunflower Garden	23-33
	The Way of the World (10)	A Home in the Desert	149-160
Overcoming shortages	Never Give Up (11)	Little House in the Woods	168-176
Surplus vs shortages	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	Not Enough Indians	268-289

APPENDIX F

LEARNING ACTIVITY MODULES

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APPENDIX F

Learning Activity Modules

Career Education Goal (See pages 1-6)

Concepts developed by this goal

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
(See lists following each goal statement)

II. Select as many of these activities as reasonable to develop this module. The details of each component can be found in the publications listed under each activity heading

Instructional Activities

A. Basal reader stories - see Appendix B for stories listed for each career education goal. Read each story guide for particular concepts developed through the use of the Teaching Guide. Particular stories may prove more productive when used with these activities.

B. Audiovisual media - see Appendix A for lists of films, filmstrips, records, cassettes, study prints, slide sets, film loops, exhibits, field trips, and other related books. The list of reading selections are not exhaustive by any means. Consider asking your building librarian to suggest titles related to certain basal reader stories. Add others that come to mind as you become better acquainted with the concepts that are subordinate to this goal statement.

C. Small and large-group activities - these activities have been lifted from three commonly-used Portland area publications.

1. Career Education, An Idea Book, Area II, Portland Public Schools, Portland, Oregon.

2. Career Education in the Elementary Curriculum, The FLAB Cluster Schools, Area III, Portland Public Schools, Portland, Oregon.

3. Elementary Career Education Starts With Awareness, Area I, Portland Public Schools, Portland, Oregon.

D. Direct experiences - this section is provided as an open space with no references. Write in any experiences you have heard about, even one that has occurred spontaneously in the classroom. These are the kind of ideas that may never reoccur, but because they clicked and meshed with your goals, the stage needs to be set for them to create an awareness among other children at another time.

APPENDIX C

Learning Activity Modules

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Benefits __Cooperation __Acceptance of others __Sharing labor __Interpersonal relationships __Resourcefulness __Personal satisfaction __Volunteerism.

C. Small and large-group activities

1) Services, Goods; Knowing Person's Occupations - Students will acquire knowledge of careers of others that are available to themselves, An Idea Book, No. 112, 113.

2) Similarities and Differences in Occupation - Students will become aware that occupations have their differences and a suitable career e ists for everyone, living anywhere in the world. An Idea Book, No. 116, 117, 131.

3) Special Names Given to Leaders - To familiarize students with special names and titles given to people to describe their work and responsibilities - teach about job descriptions. An Idea Book, No. 212, 222.

4) Understanding of Needed Training, Skills, Needs and Services of Certain Occupations - Students will discuss, then develop a chart to delineate information about job descriptions, training needed, tools, skills needed and services or goods produced. Elementary Career Education Starts With Awareness. p. 50.

5) Construct an "All About Me" Book - Students will use drawings and other visual tactile devices to indicate their concepts of themselves according to several personal characteristics. FLAB Activity Card No. 3

6) Understanding Moods and Emotions - Through use of study prints facial and body language will be evaluated to discuss personal moods and feelings in response to certain situations. FLAB Activity Card No. 28

7) Use the Film - Evan's Corner (Relates to basic human need to be with and help others.)

Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Interpersonal relationships __Sharing labor __Cooperation __Planning with others __Job description.

C. 1) Division of Labor at School - Make the student aware that different jobs require different skills. An Idea Book, No. 84

2) Class Newspaper: Reporters, Artists, Writers, Photographers - Students will learn about persons and the jobs needed to make and deliver a class newspaper. An Idea Book, No. 132, 133, 137, 141

3) Animal Doctors: Care of Pets - Develop awareness among children that they have responsibilities for the health and training of their pets; their families and classmates need to cooperate in care of classroom and home pets - An Idea Book, No. 132, 133, 137, 141

4) Classroom Grocery Store - Students will set up and assume job roles within a simulated grocery store. Elementary Career Education Starts With Awareness, P. 53.

5) The Assembly Line - Students will participate in a simulated construction of single products b yusing a sequenced assemblage of materials. Elementary Career Education Starts With Awareness, p. 55

6) Use the Film: Clothing: A Pair of Blue Jeans

Career Education Goal: The student recognizes the personal, social and economic reason for work in our society.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Reasons for work __Service to others __Conservation __Improving ones level of living __Sense of worth __Personal Planning __Respect for others __Repair and maintenance __Skills and talents.

C. 1) Home and Family - To understand why families sometimes choose between spending now and spending later. An Idea Book, No. 40

2) Goods and Services - Families need money to buy goods and services. An Idea Book, No. 40-41.

3) Occupational Descriptions and Titles as Riddles - Familiarize job title by describing job characteristics as riddles. An Idea Book, No. 220, 264 (Also, see FLAB Activity Card No. 77)

4) Dramatization of Understanding of Job Roles - Student will plan, prepare, and perform brief dramatizations of their understanding of occupational roles. Elementary Career Education Starts With Awareness, p. 84 (Also see pp. 85-88 regarding extensive lists of other types of language arts related activities concerned with students' conceptualization of job role descriptions.)

5) "What's Your Bag" - Students do illustration of occupational "bags" that certain jobs and professions use. FLAB Activity Card No. 89

6) Use the Movie: We Want Goods and Services

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

C. 1) There is Honor in Work - Create an awareness with students that parents perform work that is essential, and contributes to the common good of everyone in a community. An Idea Book, No. 80

2) Bicycle Safety - Students should acquire an understanding of using equipment and machines that are safe to use. An Idea Book No. 101

3) Inspectors Inspection - Some jobs people do are mainly related to helping everyone live safely and healthfully. An Idea Book, No. 105

4) Measuring Tools - The student will become familiar with a variety of measuring tools and occupations that use them. Ar Idea Book, No. 124-126

5) Responsibilities in the Home and School - Students will recognize the jobs that are done around home and school, and then describe the manner in which each job is done well. FLAB Activity Card No. 39 and 40.

6) Use the Film - A Rock In the Road

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Dependability __Concern for others __Sense of worth __Interpersonal relationships __Safety __Service to others __Interdependence

C. 1) All Families Need Food - All families find ways to provide themselves food and clothing. An Idea Book, No. 4 and 43.

2) All Jobs are Important - Children learn to understand that the work of all people is important. An Idea Book, p. 80

3) Who Fixes What? - Students will become familiar with occupations that are involved with making repairs of some kind. An Idea Book, No. 145-147

4) School and the Neighborhood - Students will become aware of the stores and services in the school neighborhood. An Idea Book, No. 261

5) What Is a Neighborhood? Students illustrate all business and occupations they observe on a walking field trip. Elementary Career Education Starts With Awareness. p. 41

6) Dependence on Workers to Maintain a Home - Students will construct a bulletin board to indicate occupations that are called upon to repair certain parts of a house. Elementary Career Education Starts With Awareness, p. 61

7) Safety in the Classroom - Students will discuss the duties of persons who monitor the safe and unsafe practices of students and the hazards that exist in a classroom. FLAB Activity Card No. 35 (Also see An Idea Book, No. 105).

8) Investigation of Contributors to Product Development - Students will trace the activities associated with certain products. FLAB Activity Card No. 84

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Leisure __Leisure vs industry __Reasons for work __Maintenance
__Recreation __Alternative life styles __work and play __planning ones future.

C. 1) Interests and Abilities - The student will become aware of various occupations and avocations that can be determined by personal interests and desires. An Idea Book, No. 120

APPENDIX G

COURSE GOAL STATEMENTS

Career Education.....1

Consumer Education.....2

Reading Comprehension.....3

Numerical Coding is Derived from Tri-County Course Goal References

Consumer and Career Education Goals

The following goal statements were selected by Area III primary grade teachers during the 1974-75 research phase of the project. These goals were chosen as those of greatest importance in creating an awareness for career and consumer education concepts among children in grades 1-3. These goals will be used as the only goal-concepts to be used on the checklist of Interrelated Goals for identifying usable story content in basal readers.

Career Education Goal Statements

The students will be able to recognize:

1. the physical and emotional benefits of understanding and respecting self and others throughout life.

2. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

3. the personal, social, economic and political reasons for work in our society.

4. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

5. that in our society he is dependent on the goods and services of others for his welfare and survival.

6. the physical and psychological reasons for work and leisure activities.

Consumer Education Goal Statements

Students will be able to recognize:

1. how resources are related to needs and wants.

2. the skills needed in the decision-making process.

3. effective shopping techniques.

4. how consumer skills can improve standard of living.

5. the relationship of supply and demand.

Reading Comprehension Goal Statements

Students will be able to:

1. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention. 4.3.2.1.1.2

2. relate supporting details to main idea statements in a paragraph or passage. 4.3.2.1.1.3

3. select details related to character, setting, and events. 4.3.2.1.1.4

4. select information dealing with time, place, and culture. 4.3.2.1.1.6

5. paraphrase directly-stated information. 4.3.2.1.1.11

6. identify kinds of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect). 4.3.2.1.3.2

7. order facts in terms of their importance. 4.3.2.1.3.3

8. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories. 4.3.2.1.4.1

9. summarize the directly-stated ideas of a paragraph in a brief statement. 4.3.2.1.5.3

10. substantiate his conclusions by citing supportive detail in the text. 4.3.2.1.5.5

11. predict future action on the basis of previous action and characterization. 4.3.2.1.6.1

12. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines). 4.3.2.2.3.11

13. able to recognize underlying assumptions in stories, which may include: preconceived attitudes, prejudices, stereotypes, and generalizations. 4.3.2.2.3.2

14. use the following aids to draw inferences from a passage or story:

    (a) relating to knowledge and experiences,
    (b) making accurate summaries.
    (c) developing imaginative and logical alternatives. 4.3.2.2.3.1

15. infer meanings and attitudes that are not directly-stated by the author. 4.3.2.2.4.4

16. Interpret the techniques which advertisers use to create favorable attitudes toward their products and persuade customers to buy. 4.3.2.2.4.5

17. identify specific personality characteristics that can be attributed to characters in a story. 4.3.2.2.6.4

18. identify ethnic and cultural traits of characters (in relation to events and conditions) within content. 4.3.2.2.6.5

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